



"The great thing in this world is not so much where we stand, but in what direction we are moving."

-- Oliver Wendell Holmes



Compass Points

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The New Vision of Professional Development

By Vicki Duff – Chair, NJ Professional Teaching Standards Board

For centuries, the compass has been used as a tool to navigate one's course to a new destination. A compass does not dictate or control the course, but is a tool which provides guidance and marks important points by which the navigator gains the perspective to successfully reach his/her destination. Symbolically, I can think of no better title for our newsletter. It is the intent of the Professional Teaching Standards Board (PTSB) that this newsletter provide you with an additional tool to reach new levels of professionalism and to help you develop a new vision of what that means to you and your students.

The "new vision" of professional development (PD) requires a change in tradition and perspective, along with some strategic planning. By using the "Compass" as a tool, you will chart your individual course and make decisions based upon the State's new standards for professional development, the desire to expand your knowledge and experience, available resources, your own professional needs, and the factors that affect student learning.

In this newsletter, the essential ideas and features of effective PD will be identified by arrows – like points of the compass – that will guide and support the new vision of PD. As you read the Compass, envision where each arrow points you in your individual search for meaningful growth experiences. Explore new ideas and philosophies; look further and deeper than you have in the past; and plan a unique course that will be effective and meaningful to you.

I speak for the entire PTSB when I say that it is our sincere hope to provide you with the tools and support that you need as you challenge yourself throughout this exciting new professional development initiative.

Vicki



Shifting the Paradigm of Professional Development

Vision Point

From Too Much...	To More...
Focus on teacher needs	Focus on student-learning outcomes
Focus on individual development	Focus on individual and system development
Transmission of knowledge, skills, and strategies	Inquiry into teaching and learning
Pull-out training	Job-embedded learning
Generic teaching skills	Combination of content and content-specific teaching skills
Fragmented, piecemeal, one-shot	Driven by clear, long-term strategic plan
District direction and decision-making	School direction and decision-making
Professional developers as trainers	Professional developers as facilitators, consultants, and planners
Professional development as some people's jobs	Professional development as everyone's job
Professional development for teachers	Professional development for everyone
Professional development as a frill	Professional development as essential

Talking Points

Two questions should always be at the center of your Professional Development (PD) selections...

Will I be able to use what I am learning in my classroom?

How will this PD experience help my students improve their academic achievement?

...Discuss it with your colleagues!



FAQ's



Point of Information

If the 100 hours are completed prior to the end of a five year cycle, should teachers still participate in PD activities?

Yes, teachers are expected to continue to develop professionally on an annual basis. Successful professional development is focused on enhanced student learning, not the quantity of hours recorded. Simply collecting hours does not fulfill a staff member's responsibility. As outlined in the NJ Administrative Code and teacher evaluation regulations, each teaching staff member must complete an annual Professional Improvement Plan (PIP). The annual PIP should always include professional development goals. Individuals should document all PD experiences and keep that documentation with other important employment-related papers.

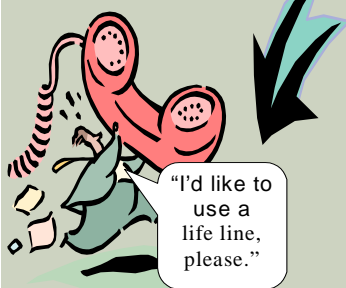
Why is there a 10-hour annual cap (total) on the amount of credit teachers receive for committee work?

This number was established to help ensure that teachers were engaged in a broad range of activities and experiences related to professional development. It was also used to recognize the valuable work that is performed by professionals engaged in committee work involving the core content areas. Every professional should have the opportunity to seek out a variety of professional development experiences over the course of any single year. The cap is intended merely to discourage reliance on a single type of experience.

Why isn't documentation kept on the county or local level?

The NJ Administrative Code clearly places responsibility for the documentation of professional development experiences with the individual teaching staff member. Many times, districts or individual building administrators keep a duplicate copy of documentation on file. However, the onus rests on the individuals to track and document their own professional development experiences. Within any five-year recording period, a teacher may change positions or relocate. Self-maintenance best serves all parties.

Point of Reference



Need a "life line" when working on your PIP?

Well, go ahead and phone a friend, ask the audience, or use the 50/50 but, don't give up! (There is a lot to be said for collegiality and cooperation, you know!) There are plenty of great sources to use, and in each newsletter, we will include some resources and references to help you on your way.

During the year 2000-2001, your most comprehensive resource (and the first place to start) is the NJ Professional Development for Teachers web site located at:

<http://www.state.nj.us/njded/profdev/index.html>

On the site, you will find...the regulations, standards, research, and implementation procedures...forms and timelines...information on the PTSB, it's mission, and operation...resources to help you both understand and articulate details of the initiative...the provider directory and other PD opportunities in NJ. Check it out; it's worth a *MILLION* !!!



"In order to be successful the first thing you must do is fall in love with your work."

--Franklin Delano Roosevelt

Inspiration Point



"Progress is impossible without change, and those who cannot change their minds cannot change anything."

-- George Bernard Shaw



Pressure Point

Being on the cutting edge of change can be difficult.

(Helen Keller first reacted to Anne Sullivan's finger-spelling lessons by literally screaming, kicking, and biting!)

Shifting the responsibility of quality professional development for teachers to the teachers themselves requires a great deal of change. Have patience and work to build the partnerships necessary to make the new vision of professional development successful.

Partnership and collaboration for student success is the key. Watch this section for best-practice models in NJ schools.

Who knows ... you just might be another "miracle worker"!

From Rhetoric to Relevance: Don't let the buzz words cause confusion or miscommunication

What's Your Point?

The "**New Vision**" of professional development refers to rigorous and relevant content, strategies, organizational supports that ensure the preparation and career-long development of teachers and others whose competence and actions influence the teaching and learning environment.

"Job Embedded" opportunities take place within the context of your regular job responsibilities. These opportunities occur as colleagues work together and reflect on research, evaluate current practice, share information and develop strategies for change in classroom practice.